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But it might seem ungracious to criticize further a work which is on the whole so accurate and so admirable. The typographical errors are few and unimportant and the style is clear and readable and always keeps the reader awake. The most serious blemish in this respect is an occasional confusion of number, as for example, on p. 297 (of breach of promise to marry) "If either party chose to repudiate the engagement, *they* were free to do so". Such a form of expression doubtless has its parallels in the literature of an earlier period, but is now certainly obsolete except in the speech of the careless. Some critics may sneer at a book like this which has no long array of footnotes and makes no parade of learning, aiming rather to generalize, and at the same time to convey a vivid impression of the whole. Special studies to be sure are needed, special studies of the most minute character, for only by such painstaking investigations can the facts be revealed, and without the solid foundation of complete collections of the facts all generalization is futile. But in the larger service of such books as this lies the chief hope of classical learning; for the future position of the Classics in the scheme of education, even in its higher ranges, depends to a large extent on the ability of the scholars of this generation to create and maintain the widest possible interest in ancient life and thought.

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HARRY L. WILSON.

First Latin Book. By Abby Kirk and Emily L. Bull. Philadelphia: J. B. Lippincott Co. (1910). Pp. xii + 354.

This work by two teachers of long and successful experience gives everywhere evidence of practical good sense and understanding of class-room problems. It is intended, as are most beginners' books, to lead directly to Caesar, and the vocabulary and material have been carefully chosen with this end in view. There are sixty lessons, covering the forms, the syntax of the cases, and the elementary syntax of the verbs. Matters not important as shown in recent studies of secondary Latin have been omitted.

The most striking feature is an external one. The reading lessons and exercises, which in most books follow the vocabulary in the different lessons, are gathered together separately in the second part of the book. This produces at first glance an odd impression but there is a good deal to be said for it. It prevents, in the first place, mechanical use of the vocabulary in recitation, and, in the second place, gives opportunity, as the authors say, for insisting upon oral practice in translation. Forms are built up from the stems, and in most cases directions are given how to obtain these stems. With the first few reading-exercises are combined numerous suggestions for drill in forms, but these drill-exercises cease after the tenth lesson. The treat-

ment of forms begins with the verb, which is put first, according to the authors, because the "one necessary part of the Latin sentence is the verb". This statement is doubtful as to fact and hardly seems necessary in any case. The question of beginning with verb forms or noun forms is largely a matter of preference. The present, imperfect and future tenses are treated before the declensions are begun. Elementary principles of syntax are interspersed from the beginning, but the subjunctive mood and the constructions connected with it are rightly deferred to the latter part of the book. In the reading-exercises short stories and anecdotes are added after the tenth lesson.

Of course any book of this kind prepared primarily on practical lines is in its very nature open to criticism, and the merits of the general treatment are not impugned in the remarks that follow. The directions for discovering the stem are sometimes omitted, as in the case of the second declension, sometimes not clearly given. Directions like the following seem to involve some confusion: § 105, "The ending of the genitive singular is *-is* and the stem of all nouns except *-i* stems may be found by dropping this ending"; § 106, "To make the genitive singular, add *-is* to the stem"; § 21, "the present stem of a verb is found by dropping *-re* from the present infinitive active"; § 243, "To make the present infinitive active, add *-re* to the present stem". The rule in § 45, "to make the genitive plural add *-um*, lengthening the stem vowel and inserting *r* between stem and ending", would make a scientific grammarian writhe. The further rule, "to make the dative and ablative singular add *is*, dropping the stem vowel", is likewise inaccurate as to fact. Under the second declension, stems in *-ro* (there is a misprint in the foot-note here) are limited to words like *puer*, *ager*. Consequently, when *murus* and *numerus* occur in the vocabulary, the pupil is informed in a foot-note that the nominative is not formed according to the rule for the second declension. As a matter of fact, nominatives in *-rus*, substantive and adjective, are probably as frequent as nominatives in *-er*.

The authors are to be commended for trying to prevent pupils from mechanical study. Thus, they warn the pupil that there are various ways of expressing cause, namely the ablative, ablative with a preposition, the accusative with a preposition.

Verbs governing the genitive are omitted as not sufficiently common to be inserted in a beginners' book, but a lesson is devoted to *utor* and its group, although, apart from *utor* and *potior*, these verbs occur but rarely in secondary Latin. The fourth principal part is given as the perfect participle, but the restriction is made that if the verb is intransitive it can only be used impersonally in the passive; therefore the neuter of the participle is given instead of the masculine. But I question whether

examples could be found of *pugnatus*, not to speak of *imperatus*. As a matter of fact, the nominative singular masculine of the perfect participle is almost as rare as the supine. In § 280 we are told that only a few verbs have the ablative supine. As a matter of fact there are more than a hundred verbs with this form. The most common are verbs of saying, with seventeen different forms, whereas verbs of doing are much more rarely used.

However, these criticisms will appear to most people to be hypercritical and the book will be judged and should be judged by its adaptation to the practical needs of pupils. From this point of view it deserves success. GONZALEZ LODGE.

Caesar's Gallic War, Books I-IV, and Selections from V-VII. By John C. Rolfe and Arthur W. Roberts (The Roberts and Rolfe Latin Series). New York: Charles Scribner's Sons (1910). Pp. xcvi + 343 + 100.

The purpose of the editors, as outlined in their preface, is to prepare a book for second year pupils, which shall follow immediately the beginners' book, with or without the preliminary reading of a few chapters of easier Latin. To this end the long vowels have been marked as an aid to correct reading of the Latin text, and the vocabulary and notes have been adapted to the needs of beginners.

Following the general habit of modern editions the text is preceded by a lengthy introduction, containing the usual Life of Caesar, a detailed and well illustrated account of the Roman Army in Caesar's Time, and a short and interesting story of the Gauls and their relations to the Romans.

Perhaps the feature of the book which will appeal to the greatest number of teachers is the summary of grammar which occupies the remaining fifty-eight pages of the introduction. The editors have collected in a very satisfactory manner all the details of syntax which a second year student is expected to master. Each rule or statement is followed by references to the various grammars and illustrated by sentences taken from the text. To quote from the note which precedes the summary of grammar: "An effort has been made to make the rules as simple as possible, without undue attention to exceptional and special uses, with which a student may familiarize himself at a later stage in his reading". It might have been well to simplify even more and omit some sections, as, for example, the "Ablative of Attendant Circumstance" (§ 126), and the Ablative denoting "that in accordance with which anything is done" (§ 127), which would better be included, as in some of the grammars cited, under the Ablative of Specification (§ 129), or Cause (§ 122).

Again, the Dative of Separation (§ 111), "used with compounds of *ab*, *de*, *ex*, *ad* and *dis-*", is sure to jar upon some sensitive souls who cannot recog-

nize anything but disadvantage in *hostibus spes potiundi oppidi discessit*, the hope of getting possession of the town "went down on" the enemy. The note to § 109 (a) covers excellently the sentence just quoted, which might well be rendered 'the enemy's hopes of taking the town departed'. The boy who was heard by the writer a few days ago to say "He pinched a book on me" was using the construction of Caesar's *scuto uni militi detracto*. The second example under the Ablative of Price (§ 120) does not seem a happy choice. The ablative in *Germani mercede arcesserentur* is better treated as an example of Means.

The paragraph on Roman dates is very clear and helpful, and the section devoted to prepositions calls for especial commendation. The treatment of verb constructions is scholarly and thorough. The bibliography is reduced to the minimum. A note following the preface contains the names of five books which students of Caesar really ought to know intimately, and two others recommended especially to teachers.

The notes to Books I-IV are purposely very full, but help by explanation rather than by copious translation. When translation is given, it is more often than not an idiomatic rendering of a short phrase necessary for the proper translation of the sentence, almost never a rendering of an entire sentence. The pupil is encouraged to meet his difficulty by a helpful hint, not lifted bodily over it by a translation. This will be a genuine blessing (though he may not at first think so) to the pupil who gives as an excuse for his failure to translate a sentence, 'I don't know that, but it is in the notes', or that other youth in every Latin class, who 'knows all the words, but can't put them together'. A possible objection may be made that the notes are too detailed and contain much that should come from the teacher rather than from the book, but we should remember that the editors have in mind especially the younger students. It is not unlikely, too, that they realize that many teachers need the stimulus of such reminders as "Do not translate literally when the English idiom differs from the Latin. The literal translation, however, shows the relations of the words to one another and must in all cases be understood thoroughly before a free translation is attempted".

The volume contains selections from Books V-VII, arranged with suitable footnotes for sight-reading.

There is the usual number of maps, in two colors, with modern as well as ancient names.

In the matter of style and appearance, internal arrangement, typography, etc., the book shows excellent taste. The exclamation of a pupil at first sight of the book on the writer's desk, "Oh, what a pretty Caesar!" is an indication of the attractiveness of the binding.

THE VOLKMAN SCHOOL, BOSTON.

C. W. GLEASON.